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Each chapter contains a concise summary. A well-selected list of works for supplementary reading is given, which should prove of service to both teacher and pupil. The appendix contains a carefully arranged chronology, the Declaration of Independence, the Constitution of the United States, and other data. The illustrations and maps are adequate.

GEORGE L. SCHERGER

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School Algebra. Part I. By W. E. PATERSON. Oxford: Clarendon Press, 1908. Pp. xxxix+328. \$0.60.

This volume is labeled Part I, and is intended to be "a book on modern lines that is suitable for the beginner and can be continued in use for higher forms." It does not differ greatly from American school algebras which have been issued since the graph became popular. In language and arrangement it is well adapted to pupils in the early years of the secondary school. Many topics are illustrated by graphical treatment, and the form of curves corresponding to typical equations of the second and third degrees is considered at some length. Neither the binomial theorem nor progressions are treated and no complicated expressions involving the theory of exponents are given, but the final chapter is devoted to a simple treatment of logarithms. The examples are for the most part taken from recent examination papers of various institutions and the problems are with very few exceptions of the artificial type. The following specimen examination papers are appended: Oxford and Cambridge Schools Examination Board, July, 1906; Army Qualifying Examination, September, 1907; Oxford Local Examinations, 1907; Cambridge Local Examination, 1907; College of Preceptors, 1907; Central Welsh Board, July, 1906, and July, 1907.

WILLIAM E. STARK

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A History of Education before the Middle Ages. By FRANK PIERPONT GRAVES. New York: Macmillan, 1909. Pp. 304. \$1.10,

Professor Graves has produced a book which gives evidence on every page of his ripe scholarship, breadth of view, and keen discrimination between significant things and mere detail. He has shown himself to be a student of the history of the philosophy of education and an interpreter rather than a chronicler alone. Both types of historian are needed in the history of education as in other branches of history. But the chronicler must write mainly for the research student. The one who writes for the beginner must be an interpreter, just as every teacher of the elements of any subject must be essentially an interpreter. The one who essays these tasks assumes great responsibilities. There will doubtless be general agreement that Dr. Graves has shown himself to be an accurate and judicial interpreter..

Dr. Graves has viewed the history of education as a study of great movements in the progress of educational philosophy in relation to civilization rather than as a biographical study of educational heroes or a chronicle of the events of special periods or countries. This volume deals with "Non-Progressive Educa-

tion," and with "The Beginnings of Individualism in Education." The several chapters dealing with "Non-Progressive Education" are as follows: "Savages or Nature Peoples," "Barbarism or Early Civilization," "Egypt," "Babylonia and Assyria," "Phoenicia," "China," "India," "Persia," "Character of the Earliest Civilization." The second part has the following chapters: "Israel and Judea (the Jews)," "Sparta and Athens (the Greeks)," "Rome and the Roman World," and "Early Christianity."

This volume has afforded Dr. Graves abundant opportunity to turn to good account his classical scholarship in the field of which he had won his rank as a writer before entering the field of educational authorship. Every phase of the subject is well treated, but the part in which there is the most distinct addition over other histories of education is that dealing with "Non-Progressive Education." Others have also adequately covered the field of Greek and Roman education so that there was not such a "long-felt want" for a proper treatment of those phases. This volume in connection with the succeeding one or two volumes will make a comprehensive treatment of the history of education. When Monroe's *History of Education* came from the press I was led to say that it was the first dignified textbook in the whole field of education. Most of the books have been made so small that they have contained mere summaries instead of the substance of the subject. The thin summaries have been of no use to the beginner, because so condensed and abstract, and equally valueless to the advanced student who had taken a full course of lectures with collateral readings. The latter could make his own summaries. Dr. Graves' book will furnish substance and will make a thoroughly dignified textbook.

FREDERICK E. BOLTON

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